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THE
ANNUAL REPORT
OF THE
BOARD OF DIRECTORS
OF THE
PENNSYLVANIA INSTITUTION
FOR THE
DEAF AND DUMB
FOR 1868.



PHILADELPHIA:
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OPPOSITE POST OFFICE.
1869.

DEAF AND DUMB ALPHABET.

a a



b b



c c



d d



e e



f f



g g



h h



i i



j j



k k



l l



m m



n n



o o



p p



q q



r r



s s



t t



u u



v v



w w



x x



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z z



& g



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REPORT.

To the Senate and House of Representatives of the Commonwealth of Pennsylvania, and to the Contributors to The Pennsylvania Institution for the Deaf and Dumb.

The patrons of the Institution will no doubt be gratified to learn that it continues in a prosperous condition; no striking events have occurred to disturb the even tenor of its way. The officers have been faithful in the discharge of their duties, and with few exceptions, the conduct of the pupils has been satisfactory.

Under the fostering care of the State, and the beneficence of her citizens, more than eleven hundred deaf mutes have enjoyed the inestimable advantages of education, and been prepared for the performance of their duties in this life, and to look forward with hope, for that to come. Let it not be supposed that while much has been attained, all has been accomplished; much still remains to be done; a wide field of usefulness is open before us.

Forty and nine years ago, there were but three Institutions in the whole country, for the education of the deaf mute: the American Asylum, that of New York,

and that of Pennsylvania. Now, the number has increased nearly ten-fold, and may we not hope that the interest in the cause of those who are so fully entitled to sympathy, has also increased. It is estimated that there are now upwards of fifteen thousand deaf mutes in the United States. Good policy as well as humanity, demands that they should be made useful as well as happy. This can only be done by giving them proper education, by cultivating both their mental and moral faculties. To accomplish this great object, capable instructors must be employed, gentlemen of education and talent, who are fully alive to the responsibility of the great trust reposed in them. The services of such persons are invaluable, and should be properly appreciated.

The Board continue to give their earnest attention to the subject of articulation. Nothing has occurred to change the views they have already expressed on it. They will rejoice in any improvements that can be introduced, in the mode of imparting instruction to the deaf mutes; but consider it would be unwise to make changes that in their opinion would not be attended with advantage. All matters connected with the education of the deaf mute, will continue to claim and receive the consideration of the Directors.

It has been stated in former Reports, that it was desirable to have new buildings erected for this School in the country, but near to the city. The high cost of materials and labor has prevented the Directors from carrying their design into execution for the present. But while delayed, it has not been abandoned. The Directors are giving their deliberation to the location

and size of the contemplated edifice, the largest number of pupils that can be judiciously received and educated under one Principal, &c., &c.

It is a matter of unfeigned satisfaction to state, that in our large family, the pupils have continued to enjoy a high degree of health, and that not a single death occurred in the Institution during the past year.

A fatal accident happened to one of the pupils while walking on a railroad, in Delaware County.

During the year that has just closed, 226 pupils were connected with the Institution, viz: 124 boys and 102 girls; on the first of January, 1868, there were 101 boys and 90 girls—total, 191. Received during the year, 23 boys and 11 girls. Discharged, 20 boys and 21 girls.

Remaining on the first instant, 104 boys and 80 girls; of the whole number, 184.

144 are supported by the State of Pennsylvania.

14 “ “ “ New Jersey.

5 “ “ “ Delaware,

21 “ their friends, or by the Institution.

Death has deprived the Institution of a long tried and faithful friend, the Hon. George G. Leiper. He died at his residence in Delaware County, on the seventeenth day of November last, in the eighty-third year of his age. In the infancy of the Institution, he evinced a deep interest in its welfare—that interest never flagged. His services, in its behalf, efficiently and cheerfully rendered, will long be remembered. He was elected a Director in 1823 and retained that office until 1858, when he was chosen a Vice-President of the Institution, which situation he held at the time of his death. During a

life extended beyond the limit usually allotted to man, he enjoyed the respect and esteem of his friends, and the confidence of his fellow-citizens. He was a member of the State and National Legislatures, and an Associate Judge of Delaware County.

The Fiscal condition of the Charity is exhibited by the accompanying account of the Treasurer. The necessities of life still continue so high, that the annual appropriation allowed by the Commonwealth does not meet the actual cost of the support and education of the pupils, and the number of indigent deaf mutes keeps pace with the rapidly increasing population of the Commonwealth. An enlarged appropriation is therefore necessary.

It is delightful to reflect on the great blessings this noble Charity has conferred, not only on those who directly enjoyed its benefits, but on the whole Commonwealth, that the instruction bestowed on the pupils, has rendered them useful citizens, capable of sustaining themselves by their honest industry. It must be borne in mind that a number of the Contributors yearly cease from their labors, and that ere long, many of those who are now actively endeavoring to aid in the management of the Institution, will rest in the silent grave. The Directors, therefore, most cordially invite their fellow-citizens to become members of the Corporation, and by their influence increase its usefulness.

Additions to the number of Scholarships will gladly be received. There are now three—two founded by the benevolent John P. Crozer, and one from a legacy bequeathed by John Wright, and which bears his name. The money thus bestowed, will, through a long series

of years, confer lasting advantages upon the deaf mute, and keep in remembrance the names of those generous benefactors. Will not the opulent and beneficent enrol their names among those who have endowed the Institution? The Managers refer to the Report of the Principal for many interesting details. To the Ladies' Committee they again tender their acknowledgment, for their continued interest and acceptable aid.

With the earnest hope that the blessing of the Giver of all good may rest upon the Institution, the Directors now surrender up their trust.

All which, is respectfully submitted.

GEORGE SHARSWOOD,
President.

JAMES J. BARCLAY,
Secretary.

Philadelphia, January 6, 1869.

REPORT OF THE PRINCIPAL.

To the President and Directors of the
Pennsylvania Institution for the Deaf and Dumb.

GENTLEMEN :—During the year 1868 there were connected with the Institution two hundred and twenty-six pupils, viz :—one hundred and twenty-four boys and one hundred and two girls.

On the first of January, 1868, there were one hundred and ninety-one pupils, viz :—one hundred and one boys and ninety girls.

There were received during the year thirty-four mutes, viz :—twenty-three boys and eleven girls.

There left, forty-one mutes, viz :—twenty boys and twenty-one girls.

On the first day of January, 1869, there remained one hundred and eighty-four pupils, viz :—one hundred and four boys and eighty girls.

Of the whole number of pupils,

144 are supported by the State of Pennsylvania.

14 " " " New Jersey.

5 " " " Delaware.

1 is " " Crozer Scholarship, No. 1.

1 " " " " No. 2.

1 " " John Wright Scholarship.

18 are " " Institution, or their friends.

184*Those supported by the State of Pennsylvania are from the following Counties, viz :*

Allegheny,	-	-	-	7	Lebanon,	-	-	-	4
Blair,	-	-	-	6	Lycoming,	-	-	-	1
Beaver,	-	-	-	2	Lancaster,	-	-	-	3
Bedford,	-	-	-	1	Lawrence,	-	-	-	1
Berks,	-	-	-	2	Lehigh,	-	-	-	1
Bucks,	-	-	-	2	Monroe,	-	-	-	5
Bradford,	-	-	-	5	Montgomery,	-	-	-	10
Butler,	-	-	-	1	Mercer,	-	-	-	1
Centre,	-	-	-	2	Mifflin,	-	-	-	1
Crawford,	-	-	-	4	Northampton,	-	-	-	5
Carbon,	-	-	-	2	Northumberland,	-	-	-	2
Columbia,	-	-	-	1	Philadelphia,	-	-	-	33
Cumberland,	-	-	-	3	Perry,	-	-	-	1
Cambria,	-	-	-	2	Susquehanna,	-	-	-	2
Dauphin,	-	-	-	3	Schuylkill,	-	-	-	3
Delaware,	-	-	-	1	Somerset,	-	-	-	1
Erie,	-	-	-	3	Warren,	-	-	-	2
Fayette,	-	-	-	1	Wayne,	-	-	-	2
Fulton,	-	-	-	1	Washington,	-	-	-	2
Indiana,	-	-	-	1	Westmoreland,	-	-	-	2
Juniata,	-	-	-	3	Wyoming,	-	-	-	1
Luzerne,	-	-	-	4	York,	-	-	-	4

Total, 144

Those supported by the State of New Jersey are from the following Counties, viz:

Atlantic, -	-	-	-	1	Monmouth, -	-	-	1
Burlington, -	-	-	-	3	Hunterdon, -	-	-	2
Camden, -	-	-	-	5	Salem, -	-	-	1
Middlesex, -	-	-	-	1				

Total, 14

Those supported by the State of Delaware are from New Castle, 5.

Of the thirty-four mutes admitted in 1868,

Seventeen were born deaf.

- One lost hearing by Paralysis, at 11 months of age.
- One " " Scarlet Fever, at 13 months of age.
- One " " Brain Fever, at 6 years of age.
- One " " Scarlet Fever, at 3 years of age.
- One " " Typhoid Fever, at 4 years of age.
- One " " Measles, at 1 year of age.
- One " " Sickness, at 4 years of age.
- One " " Brain Fever, at 5 years of age.
- One " " Inflammation of Brain, 18 months of age.
- One " " Scarlet Fever, at 5½ years of age.
- One " " Convulsions, at 18 months of age.
- One " " Sickness, at 1 year of age.
- One " " Otorrhea, at 1 year of age.
- One " " Typhoid Fever, at 7 years of age.
- One " " Disease of the Head, at 18 months of age.
- One " " Whooping Cough, at 2 years of age.
- One " " Disease of the Scalp, at 18 months of age.

The past year has been rather remarkable for the measure of health enjoyed, and the exemption from serious accidents within the Institution.

Valuable improvements in the domestic arrangements have been made, which, though of little interest to others, are of considerable importance to the inmates of

the Institution, and facilitate greatly the smooth working of a complicated machine. At the same time it shows that we are not stationary, but progressive.

In the intellectual department the results have been a fair average. So much depends upon natural capacity and constitutional temperament, that we have no scale that we can apply to fitly measure the improvement, or to indicate precisely the attainments of classes or individuals.

Our object is two-fold; to educate or draw out the faculties of the mind, to cultivate the reasoning powers, to train them, by exercise, for practical use, and to furnish a stock of ideas to reason with.

Secondly. To give mutes the use of written language, that a communication may be held with others by writing, and that the treasures contained in books may be opened to them as well as to ourselves. It is not our object to make scholars and philosophers of them, our design is more practical. It is to prepare the greater part of them, at least, for the common avocations of life.

Nature seems to have adapted the early part of life to the acquisition of language. The restlessness, the love of change, the curiosity, the inquisitiveness, the endless experiments of the child, and the number of words and phrases it acquires at a very early age, all indicate this law of our being.

The deaf mute, when the study of language is begun in an Institution, has passed the favorable age for getting words and phrases. We wish to delay the commencement of the work, at least till the age of twelve, that we may then work upon the higher faculties, but only

in accordance with nature. This makes the task more difficult, but the results are more satisfactory.

John Milton, who was a great educationalist as well as a poet, maintained that "all true method must begin from the objects of sense."

This is the principal we act upon in teaching abstract words to mutes. We will take for example, the word "to instil." A good father instils the principles of knowledge and wisdom into the mind of his son. A judicious mother instils the love of truth and justice into the heart of her child. Here the meaning of the word is quite abstract. The derivation of it, from the Latin words "*in*" and "*stillo*," to drop into, furnishes us with a key to its illustration. Milk may be dropped into tea. It is seen to be diffused and lost in the tea, gradually changing its color. These drops cannot be separated or gathered from it. So, figuratively, pride, by example, precept and circumstances, may be instilled into the heart by degrees, day by day, drop by drop as it were, till pride is so inseparably diffused through the heart, as to form a marked element of character. As medicine may be dropped into water and diffused through it, so honor, generosity and kindness, may be dropped or instilled into a virtuous boy. Thus the mind grasps the idea, and uses it in its figurative sense almost altogether. Other words, however, are almost exclusively used in the primitive sense, as the word "to distil," from *de* and *stillo*, to drop, from an allusion to the condensed vapor, dropping from the worm of a still in the manufacture of spirits or alcohol. If a word is not used in a primitive sense, but almost always in the figurative, we can imagine an illustration addressed to the

senses by pantomimic signs, that would suggest the figurative meaning. Thus we can convey to mutes the meaning of abstract and complicated words, while their knowledge of general words is very limited indeed. This accounts also for the rapidity with which some mutes acquire language and ideas, considering the amount of information obtained, and the shortness of the time in which to get it.

Mutes seldom recollect the labor, patience and effort expended to make them understand and learn, and remember. To give them the fundamental ideas and mental training necessary to enable them to prosecute their studies in after life, and acquire knowledge by their own efforts. Some of them have been remarkably successful, and acquired considerable reputation, much to their credit. A large number of them have filled stations of usefulness with advantage and respectability, and are esteemed valuable members of society. There are many possessed of very fine feelings and noble dispositions. Some are known to support widowed mothers. Some to assist unfortunate relatives.

There is a great difference in the docility of mutes, arising partly from their natural temperament and disposition, but greatly from their training, or rather from their want of training. Parents should treat their mute children with as much impartiality and restraint, as their other children. It is even more important that mutes should learn entire submission to parental authority, and to exercise self control as much as possible. Although we have but little expectation of a change in this respect, yet it is well for parents to know that they

can do much by firmness, discipline, example and restraint, to promote the welfare and happiness of the child, and relieve in a great measure those on whom the burden falls most heavily.

It is very natural and of course very common to say, that the child has a great affliction to bear, and it cannot be reasoned with because it cannot understand, therefore we must indulge it and do all we can for it. Unfortunately, this leads to the unhappiness of the child.

The deaf mute often exhibits much susceptibility to delicate impressions, indicating fine feelings and gentle emotions. On receiving presents from home, not unfrequently the unbidden tear will fill the eye, and so strong are the associations with home suddenly kindled, that the efforts to repress the emotions only increase their force.

Two little mute girls, pretty and interesting, had a young speaking sister who was the pet of both, and especially the idol of the elder. Their merry glee resounded all day long, till weary lids closed heavily and all the bright world was lost to them. Days, and weeks, and months of happiness passed on. At length, disease attacked the little pet, and as it was feared it might be infectious, the mutes were carefully kept away from the loved one, to their great trouble and regret. It died. When they were led to view the little corpse, they shuddered as they approached it. They felt the awe, but realized very little of what they saw. It was only a glimpse in the deep mystery. It was their first experience of the doings of the King of Terrors. When

“dust to dust” had been returned, and the little grave had been filled, they came home thoughtful and quiet.

The next morning they were missed; and after a diligent search they were discovered trying to uncover the grave of the little sleeper with their tiny hands. Could they have thought that that sleep was only the repose of nature, and not the sleep that knows no waking. Could they have thought it cruel to put their once bright playmate into the cold ground? Who can tell? They thought, for when they found their labor in vain, and the prospect of accomplishing their object gone, they went to seek for flowers and placed them on the new made grave. This they continued to do day after day. Wherever they could find a flower to pick, they devoted it to this sacred purpose. Their sole employment to gather flowers, affection’s offering, to strew upon a sister’s grave.

Parents often feel sorrowful on leaving their children among strangers, in a new situation, and under new circumstances. Many are not affected by home sickness, others are. It is best for parents to make up their minds to leave the child as soon as they can, and not to see it again. In almost all cases, the longer they stay the worse it is.

We sometimes receive very curious directions to prevent or modify home-sickness. For instance, put some salt into the shoes or boots of the mute, before he goes about the house.

Let the mute bring a bucket of water from the pump or hydrant into the kitchen, before he does anything else.

Take the scrapings of the door-sill, mix up a cake and put the scrapings into it; when baked, let it be eaten.

Make a cup of coffee and strain it through a dishcloth, and let the child drink it.

All this in the nineteenth century.

A large proportion of deaf mutes are believed to retain a certain amount of hearing. The auditory nerve does not appear to be entirely insensible. All sound, however, is noise to them. They do not hear sufficiently to enable them to distinguish articulate sounds, and their hearing is rather an annoyance than a benefit. This is distinct from vibration or jar, as some of them can hear a bell at some distance.

Many of them are very sensitive to jars and tremors, however produced. A tap of a foot will call the attention of a whole class.

If two pendulum clocks, in motion, be placed on the same shelf, one of them will stop, overpowered by the other, or both, influencing each other, will keep time together by means of the tremor transmitted through the shelf.

Mutes have often placed their hands on the back of a person speaking, and appear to experience much pleasure from the experiment. The vibrations of air become sensible to mutes, as in thunder, the low tones of an organ or concussions of air in explosions, setting solid bodies in vibration. Mutes have been known to place the ball of the middle finger on the centre of a pane of

glass or the middle of the sash, and be able to tell when a distant drum was played, and when the drum ceased.

Attempts have been made to utilize this principle. In the Imperial Deaf and Dumb Institution, at Paris, the mutes are called together for meals or schools, by the tap of a drum.

In the New York Deaf and Dumb Institution, containing the largest number of mutes of any Institution in the world, there has been made a successful experiment of forming an alphabet of drum taps, by which intelligence may be conveyed to any number who had learned the alphabet, in the dark or at a considerable distance. In the early history of the Institution, it is stated that a man presented himself as a deaf mute, and as having been educated in France. Some doubt was entertained as to the truth of his statements, and it was decided to test his pretensions to deafness, by dropping on the floor a metal basin containing heavy things to make a noise. The experiment was made, and he stood the test without flinching, as was supposed. He was treated kindly, and dismissed with presents. Shortly afterwards he was heard from, as being in prison for some offence against the law, and it was found that he could hear and speak as well as anybody. In fact, a true deaf mute would have been startled by the jar.

In general, people pay but little attention to jars. A few years since, in England, an opposite inference was drawn from a similar experiment, and an impostor detected.

We hope that the year in prospect will be fruitful of good, and that the Board may have the pleasure of seeing the richest blessings from on high, descend upon their beneficent and useful work.

Respectfully submitted,

A. B. HUTTON,

Principal.

ANNUAL REPORT

OF THE

LADIES' COMMITTEE.

To the President and Directors of the
Pennsylvania Institution for the Deaf and Dumb.

The records of the Ladies' Committee show undisturbed quiet and order in the domestic affairs of the Institution during the past year. They are happy to note that there has been no change among the officers especially entrusted with the daily welfare of the pupils, all of whom look well and happy. The fresh paint and paper, new oilcloths and carpets in some parts of the lower floor, the good supply of new counterpanes in the dormitories, and the beautiful pictures with which kind friends have adorned the walls, do much to aid our valued Matron in giving a cheerful and pleasant aspect to the house; while the improvements in the accommodations for the children's clothing, and in many other particulars, are of importance for neatness and comfort. The new stairway, leading direct from the boys' sitting-

room to the workshops and dining-room, will be convenient, and will conduce to the maintenance of good order and discipline.

The attention of the Ladies' has been drawn anew to pupils whose terms of tuition have expired, and who, from singularly sad circumstances, have no homes to go to and no friends outside the Institution on whom they can depend. Only those who are well acquainted with the peculiar difficulties which beset deaf mutes when cast adrift upon the world, and who know their inability to make their way alone, can appreciate the value to them of a home where they could find a safe shelter, and the help and guidance which they need on the journey of life. In many instances, much of the instruction that is so carefully given in our Institution is lost by a pupil placed in unfavorable surroundings; but if a home were provided, opportunities for improvement could easily be afforded. The inmates could wholly or in part support themselves by their various trades, and some of the girls could amply repay the benefits they receive, by taking care of and giving elementary instruction to children too young to enter our Institution. Many such are offered here for admittance; and it is often painful to refuse it, where a child seems homeless or under unfavorable home influences. But these little children require different food, different hours, more play, more sleep, in short, a wholly different physical regimen from older pupils, and interfere continually with the arrangements of the household. But the success of the Infant Department of the Deaf Mutes' School, in Manchester, England, proves the value of elementary training; and this, in some measure at least, could be imparted to

little children by the inmates of the Home we are so anxious to see established.

The two objects thus combined, the Home for Friendless Deaf Mutes and the Nursery, we feel assured would enlist the sympathy and obtain the willing support of the kind-hearted, and might, in time, receive the bounty of our State, ever attentive to the cry of the suffering children.

For the Ladies' Committee.

Very respectfully,

EMMA H. C. LEWIS,

Secretary.

January 6th, 1869.

FOR RECEIPTS AND PAYMENTS FROM JANUARY 1, TO DECEMBER 31, 1868.

The Pennsylvania Institution for the Deaf and Dumb, in Account with F. MORTIMER LEWIS, Treasurer.

DR.

CR.

1868. Dec. 31.	To Cash paid to this date, viz: Family Expenses, Provisions, Clothing, &c..... Salaries..... New Stairway, repairs to Fences, Painting, &c..... Attorney Fees in Suits..... Bonds and Mortgages..... Balance due the Institution.....	Dolls. C. \$31,710 12 17,962 25 805 10 20 00 20,148 75 5,178 00	1868. Jan. 1. Dec. 31.	By Balance due the Institution..... By Cash received to this date, viz: The State of Pennsylvania, The State of New Jersey, The State of Delaware, Overseers of the Poor, of Lambertville, N. J. Pay Pupils..... Rent of Lot, Pine and Fifteenth Streets..... Interest, Contributions, &c..... Outstanding Debts Recovered..... Income of the Crozer Scholarship Fund, No. 1..... Income of the Crozer Scholarship Fund, No. 2..... Income of the Crozer Building Fund..... Income of the J. Wright Scholarship Fund..... Railroad Stock, sold for.....	Dolls. C. \$6,474 88 31,751 80 2,691 44 1,440 00 120 00 4,125 36 375 00 7,510 31 390 00 204 00 155 17 297 83 204 00 17,084 43
				By Balance brought down.....	\$75,824 22
					\$5,178 00

Examined and found correct.

WM. WELSH,
JOHN FARNUM,
JNO. ASHURST, } Committee.

E. E.

Philadelphia, January 1, 1869.

F. MORTIMER LEWIS.

Treasurer.

APPENDIX.

TERMS OF ADMISSION.

By a rule of the Institution, deaf and dumb children are not received under ten years of age.

The annual charge is two hundred and forty dollars, for which sum everything necessary is provided, including the usual clothing of the Institution, boarding, lodging, washing, tuition, stationery and medical attendance. When clothing is supplied by the parents, two hundred dollars a year are charged.

No deduction is made for vacation. Fractional parts of any year will be charged at the rate of \$24 per month.

The schools are closed on the *last Wednesday of June*, and are reopened on the *first Wednesday of September*, at which time all the pupils are required to be in attendance. It cannot be expected that the progress of a whole class should be retarded on account of a pupil who joins it after its formation.

Payments are expected to be made in advance, every six months.

Parents are particularly requested not to withdraw their children *before* the vacation has commenced, nor to retain them *after* it has ended.

It is very desirable that the deaf and dumb should be taught to form letters with a pen or pencil, and, if possible, to write the names of common objects, before they are sent to the Institution.

This can be done without much difficulty, and will save much valuable time.

STATE OF PENNSYLVANIA.

Applicants for the bounty of the Commonwealth of Pennsylvania must be between the ages of ten and twenty years ; and, before they can be admitted, satisfactory evidence must be furnished, from respectable persons of their neighborhood, of the pecuniary inability of the parents, and of the good natural intellect of the child, and its freedom from any constitutional malady that might incapacitate it for instruction.

On application to the Principal of the Deaf and Dumb Institution, Philadelphia, by letter or otherwise, a paper with printed questions and blank spaces for answers, will be forwarded. After the paper has been filled out, it must be returned to the Institution. The applicant will soon be informed of the result of the application.

The number of pupils on the State fund is limited ; new pupils can only be admitted when vacancies occur. The term allowed is six years.

STATE OF NEW JERSEY.

Applications for the bounty of the State of New Jersey must be made by the Governor, "accompanied by the certificate of any two respectable individuals, attested before a magistrate, to the age, circumstances and capacity of the deaf mute in whose behalf the application is made." The term allowed is six years.

STATE OF DELAWARE.

Application for the bounty of the State of Delaware must be made to the Associate Judges of the State. The term allowed is six years.

QUESTIONS.

The applications for the admission of deaf mutes should be accompanied by written answers to the following questions :

What is the name of the child ? (Mention the whole of its name.)

What is the age of the child ? (Mention the year, month, day, and place of birth.)

What are the names of the parents, and where do they reside ? (Mention the County and nearest Post Office.)

What are the names of the brothers and sisters of the child ?
Are any of them deaf and dumb ?

Are any of the connections of the family deaf and dumb, or is it known that there have been any deaf and dumb, either on the father's or mother's side, in the line of their ancestors ?

Has the child had the small-pox or been vaccinated ?

Has it had the scarlet fever, measles, or whooping cough ?

Was it born deaf, or did it lose its hearing by sickness or disease ? If so, how and at what age ?

Was there any relationship between the parents before marriage ?

COMPOSITIONS.

[UNCORRECTED.]

A KIND GENTLEMAN.

Some years ago a gentleman lived in England. He was named John. He saw a poor girl. He passed the girl and he gave her some money. The girl thanked him for his kindness. She went to her house. She told her mother about the gentleman. Her mother was very glad to get the money. Her mother went to the store. She bought a new dress. The girl stayed in her house. She brought the dress to her house for the girl. The girl thanked her for her kindness. The girl kissed her mother. Her mother sewed the dress for her. She liked to see the nice dress. She put on the dress.

ALICE.

Aged 11—Lost hearing at 3—In school one year.

A FARMER'S WIFE.

Several years ago, a farmer's wife lived in Maryland. One morning she saw sun & arose from bed. She dressed herself. The farmer lay in the bed sleeping. She went down the stairs. She took the straw & put the straw & sticks into the stove. She took a match & matched on the stove. The match lit a fire in stove. She took the tin-pans & put the tin-pans on the

stove. She took a large pail. She went into a cow-yard. She called the cows. The cows heard her calling. The cows came to her. She sat on a stool. She milked four cows. The pail was full of milk. She carried the pail of milk into the house. She strained milk in a large bowl. She poured the milk into the tin-pans on the stove. She took a coffee-mill. She sat on a chair. She poured some coffee into the coffee-mill. She coffee-milled the coffee. By & by she saw the milk grow up & down in the pans on the stove. She took the tin-pans off of the stove as soon as she put the coffee-mill on the table. She was afraid of the dirty milk on the floor. She came up the stairs into the chamber. She shook her farmer. He opened his eyes. She told her farmer about dirty milk on the floor. She went down stairs. He arose from bed. He dressed himself. He went down the stairs. He saw the dirty milk on the floor. He was very angry at his wife. He told his wife so careless. She was very much ashamed. She went away. Do you wish a wife?

JACOB.

Aged 20—deaf at 6 years—in school 12 mos.

A BOUT MYSELF.

Joseph F.— gave his skates to me. He told me to file his skates. I told Joseph F.— that I would file. I sought for William W—. I called him. I asked William W— to file the skates. He refused me. I told William W— that I wanted to skate. William W— consented. He carried the skates to a bench. He tied the straps around a stick of square. He filed on the skate to make it sharp. About two o'clock he cut his two fingers. The file fell on the floor. It was bloody. He very much hurt. He went to the water. He washed his fingers industriously. I filed on the skate. About near 3 o'clock I cut my thumb. I went to the door. Mr. H—

heard me. He called me. He told me to go to the nurse. I obeyed him. I went up stairs. I went into the chamber. I stamped on the floor. I called the nurse. Miss B—— heard me. She came to me. She saw my thumb bleed. She called the nurse. The nurse came to me. She saw my thumb. She was astonished. She laughed at me. She carried a tin-pitcher to little table. She washed my thumb. She unlocked the closet. She took a box of salve out of the closet. She spread some on a rag with a knife. She wrapped the rag around my thumb. I ran down stairs. By & by I went into the school-room. I showed my thumb to my teacher. He was very sorry. I took my slate. I wrote on the slate & copied the lesson. I put it on the window. I sat on the bench. The teacher explained the lesson to the deaf & dumb boys. They paid attention to him. By & by school was done. The boys ran out of the school-room. They played in the snow.

THEODORE.

Aged 12—deaf at 5½—in school 1½ years.

A MAN & A HIPPOPOTAMUS.

Formerly years ago, a man who lives in Africa wished to walk in the woods. He took his gun & cap. He went down stairs. He ate his breakfast. He went out of the house & shut the door. He walked in the woods. He went far away. He saw a large hippopotamus come out of the water. He aimed at the hippopotamus & shot the hippopotamus. The hippopotamus refused to die. He was very afraid of the hippopotamus. He ran away. He went into his house. He told his family about the large hippopotamus. His family was astonished. They were sorry and a little afraid of it. He was faint and fell on floor. He was near die. His mother told her brother to call the doctor. The brother called the doctor. He told the doctor his father was sick. The doctor got into his wagon & rode in the

wagon. He arrived at the house. The doctor went into the house. He took his hat off. He saw him sick. He gave some medicine to him. He drank it. In few days he got well. He never went to the woods again. He did not see the hippopotamus again. The hippopotamus eats mud-grass. It loves to eat mud-grass. The people hate it very much.

HENRY.

Aged 15—deaf at 3—in school 2 years.

ESCAPE OF THE RABBITS.

More than four years ago, when I lived at home, my brother named Edward frequently caught some gray rabbits in his box which he placed in the woods during winter, but I only caught a single rabbit in my box which I made indeed. One day Edward went with a school basket containing some of his food to a school house to be educated and he stayed there for about six hours. when school was over, he walked on the path from the school house and before he arrived at home he perceived a gray rabbit entering a hole in a pile of stones under a fence. He wished to catch the small animal but his feet felt very cold and he went home and sat on a chair next to another chair on which I sat by our mother's own stove and he held a conversation with me about the rabbit which was in the hole in the pile of stones under the fence at the present time and I told him that I would like to assist him in removing the stones for the purpose of catching the rabbit and he told me that we must feed the cattle with hay and corn-stalks at first. And I replied, "Yes" then we went into the barn for the purpose of feeding the cattle with hay and corn-stalks. when we were done feeding the cattle, we took to our heels with our dog called "Hound" towards the pile of stones and the hound put his head into the hole of the

stones and barked at smelling of the rabbit in the hole and Edward told me that there was the rabbit in the stones in reality and we removed the stones for the purpose of catching the small animal but unfortunately it sprang out of the stones and ran away. The dog jumped over the fence and followed the track of the rabbit by smelling till he found that it was in another pile of stones therefore he barked at smelling of the rabbit again and Edward hearing him barking called me to run towards the dog and we removed the stones till we saw the rabbit which we attempted to catch in our hands but it sprang up instantly and ran off very fast and disappeared therefore we were not able to catch it because it began to be dark and we were much disappointed and went back home and cried because our feet felt exceedingly cold and we sat on two chairs by the stove till our feet got warm enough. When our mother got ready for our supper, all of the family sat on the chairs by the table and ate our meal. At about eight o'clock we all went to bed.

ALEXANDER

In School three years—deaf from birth—aged 16—

A BARN, ON FIRE.

About eight years since, the weather was warm in summer. I lived at home in the country and was very ignorant. I often went to school with the speaking boys but I did not improve nor could I write. When the school was closed, I staid at home. One day, during my father's absence on business at a few miles from home, I in the forenoon, went into a barn and played for a little while. I wanted to eat a potato, so I went into a parlor and picked two matches from a box and went out in no sight of my mother and without the knowledge of her and put them into my pantaloons pocket. I gathered some

chips. Then I ran into the stable and put the chips on the floor near the manger and lit the match and set fire to the chips. I laid one potato on the fire. In a short time, the potato became hot and I picked up the potato. Then I kicked the fire away and went out into a saw-mill with my brother. The fire spread to the hay and increased till the barn was covered with the flames. My mother seeing the fire, took a pail of water but she could not throw the water at the fire nor quench the fire. My brother heard the noise of the flames and on looking, he ran as fast as he could to call my father and I was afraid that my father would cause me severe pain by whipping. I ran into my house, on my father's coming, he was very angry. The barn was burned up all. He lost his beautiful sleigh and much hay. He came into my house and seized my coat-collar and said to me "you set fire to the barn" and I said No! No! No! and I told him that I was at a pond. I said to him my brother set fire to the barn. At last he found me that I had set fire to the barn and he whipped me for a long time. I cried very loud for a long time. He had made a new barn in autumn. Now I feel very much ashamed that I burned the barn up, and I know better and I will never burn any barn any more

WILLIAM—

Three years under instruction—Aged 16—deaf at 15 months.

PICKING BERRIES.

Some years since when I was a big child, before I came here for the purpose of going to school, I and my sister and brother, Tillie and Charles, one day, went to the woods for the purpose of picking berries. But we could not cross the creek, because the bridge was destroyed by the storm. Charles told me that

he could go across it, but I was doubtful. He took off his boots and then he walked through the creek. Tillie followed him, but I tried to get to another place from the road. At length I went through it. We all went to the woods. We picked the berries. When our baskets were filled with them we went back again.

Charles and Tillie went through the creek in safety. I could not go across because it was deep. I took off my shoes and held them in my arm. I waded through the creek but I could not go across. Presently one of my shoes dropped, and it floated away. I could not get it again. I tried to follow it, but it floated away. The basket of berries upset and then I fell in the creek. My clothes were all wet and I began to cry. My brother came to help me. When we arrived at home I informed my mother about it. I changed my clothes. My mother said that she was afraid that I would be very sick.

DIANA

Aged 15—deaf at 3½—in school 5—

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